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Montana State Normal College

1908-1909

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The Bulletin

of the

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Dillon, Montana

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FROM THE PRESS OF THE
DILLON EXAMINER
DILLON-MONTANA

State Board of Education.

Ex-Officio.

Terms expire Jan. 6, 1913.

His Excellency, the Governor, Hon. Edwin L. Norris, Chairman.
The Attorney General, Hon. Albert J. Galen.
The Superintendent of Public Instruction,
Hon. W. E. Harmon, Secretary.

By Appointment:

Hon. J. M. Evans, Missoula.....Term expires Feb., 1910
Hon. C. R. Leonard, Butte.....Term expires Feb., 1910
Hon. O. W. McConnell, Helena.....Term expires Feb., 1911
Roy W. Ayres, Lewistown.....Term expires Feb., 1911
Hon. O. P. Chisholm, Bozeman.....Term expires Feb., 1912
Sup't. S. D. Largent, Great Falls.....Term expires Feb., 1912
Hon. G. T. Paul, Dillon.....Term expires Feb., 1913
H. G. Pickett, Helena.....Term expires Feb., 1913

B. T. Hathaway, Clerk of the Board.

Executive Board of the State Normal College.

H. H. Swain, Chairman, ex-officio.
R. R. Rathbone, Term expires Apr. 17, 1911.
Hon. J. P. Murray, Term expires Apr. 21, 1913.

Florence L. Bishop, Secretary and Treasurer.

Faculty.

HENRY H. SWAIN, Ph. D., *University of Wisconsin,* Beloit College, University of Chicago, President,
Professor of Economics and Sociology.

JOSEPH E. MONROE, B. A., *Kansas Normal College,* University of Glasgow, New York University, Vice President,
Professor of Physics and Chemistry.

LUCY HAMILTON CARSON, M. A., *University of Illinois,* Illinois State Normal University, University of Chicago.
Professor of English.

MRS. ANNA W. OWSLEY.
Matron.

CHARLES L. ROBBINS, M. A., *Kansas University,* University of Chicago.
Professor of Methods and Supervisor of Training.

LAURA M. KRESS, B. L., *University of Wisconsin,*
Professor of Latin and German.

ROBERT CLARK, M. A., Amherst College, *Clark University,* New York University,
Professor of Psychology and Biology.

THEODORE SHOUDY, *Adelphi College,*
Instructor in Manual Arts.

GRACE GRAETER,
Cincinnati Conservatory of Music.
Instructor in Piano, Public School Music, and Pipe Organ.

The institutions named are those at which the members of the faculty have been educated, those at which the degrees were obtained being italicized.

The names of the faculty, except the president, are arranged in the order of the date of appointment.

E. RAY MOSHER, M. A., University of Minnesota, *Western Reserve University,*
Professor of Mathematics.

ADDIE E. BETTES, Grand Rapids Training School, University of Michigan, University of Chicago.
Supervisor of Primary Training.

GEORGE N. FULLER, M. A., *University of Michigan,* Universities of Marburg and Heidelberg, Harvard University.
Professor of History.

HARRIET A. DUNNING, Herrick Studio, (Chicago), Valley City (N. D.) State Normal School.
Instructor in Physical Culture and Expression.

FLORENCE L. BISHOP,
Secretary to the President.

After Sept. 1, 1909:

GRANT E. FINCH, M. Ph., Sc. D., *Upper Iowa University*, University of Chicago.
Superintendent of Training.

LOUIS E. PELZER, M. Di, Ph. D., *Iowa State Normal School, Iowa State University*.
Professor of History and Civics

Calendar for 1909-'10.

First Semester—Twenty Weeks.

Semester begins.....Tuesday, Sept. 7, 1909
Entrance Examinations.....Tuesday, Sept. 7, 1909
Annual "Go".....Saturday, Sept. 18, 1909
Columbus Day.....Tuesday, Oct. 12, 1909
Thanksgiving Day.....Thursday, Nov. 25, 1909
Christmas Recess, Wednesday evening, Dec. 22, 1909, to Tuesday morning, Jan. 4, 1910.
Semester ends.....Friday, Jan. 28, 1910

Second Semester—Twenty Weeks.

Semester begins.....Monday, Jan. 31, 1910
Washington's Birthday.....Tuesday, Feb. 22, 1910
Easter Recess.....March 24-28, 1910
Decoration Day.....Monday, May 30, 1910
Commencement..... Friday, June 17, 1910

Montana State Normal College.

Origin of the Institution.

The Act of Congress under which the state of Montana was admitted to the union, set aside one hundred thousand acres of the public domain for the establishment and support of a state normal school. In pursuance of the same plan the Legislative Assembly of Montana has passed acts establishing the State Normal School, locating it at Dillon, providing for the erection of buildings, and appropriating money to defray its expenses. The first building was completed and the school opened in 1897.

By an act of the Eighth Legislative Assembly, which became a law Feb. 25th, 1903, the name of the institution was changed to the Montana State Normal College.

Purpose of the Institution.

The chief purpose of the college is to fit young people for teaching, especially in order to provide the public schools of Montana with teachers properly equipped both with instruction and with professional training.

It has been well said that the work of the teacher is not to teach geography and arithmetic, but to teach children. It is therefore essential for the teacher to understand the child, the nature of his mind and the laws of its development, and to learn how to apply this knowledge to the actual teaching of the child. All this must be accomplished through a thorough study of psychology and pedagogy supplemented by systematic observation of good teaching, and finally by actual practice in teaching under competent supervision.

It still remains true, however, that geography, arithmetic, and various other branches of study, are the principal vehicles through which the teacher's work is accomplished. The teacher must therefore be thoroughly familiar with these subjects. It is not enough for the teacher to know as much of these subjects as he will have occasion to teach. Successful teaching, even in elementary grades, requires a strong grasp of the subject in its broader relations. In other words, scholarship is a necessary qualification for a teacher.

Courses of Study.

Two principal courses of study are offered. The degree course leads in four years to the degree of Bachelor of Pedagogy. This course affords abundant preparation for the technical work of teaching, and also gives the teacher a fair equipment of general culture. The three years course includes most of the professional work of the degree course, but less of general culture and of the more advanced pedagogical study. Students preparing for high school teaching may make this a four years course (without a degree,) by taking additional work in higher mathematics and Science.

Graduate Course.

Facilities are offered for graduates of this institution or of colleges or normal schools of equivalent grade, to pursue more advanced courses, especially with a view to preparation for principalships and superintendencies. This course leads to the degree of Master of Pedagogy, and is more fully described under the subject of degrees.

Elementary Course.

An elementary course of two years includes all the subjects upon which examinations are required for county teachers' certificates of any grade. No diploma is given on the completion of this course, but all who have finished it ought to be able readily to pass any of the county examinations.

This course also fully prepares those who have completed the work of the common schools to enter either the three or four years course.

Special Courses.

A wrong impression in regard to normal training is held by many persons, who suppose that method work consists of clever devices which can easily be explained and illustrated, so that any intelligent person can quickly learn to copy the devices and advantageously put them into practice. It ought to be understood that normal courses in method must be a sham unless they are based on intelligent comprehension of psychological and peda-

gogical principles. The Normal College cannot undertake to instruct in method those who lack this basis. Special students must not expect, therefore, to be admitted to classes in method, observation, and practice without the preparation afforded by the earlier years of the course.

Special courses in training, are offered, however, for the benefit of teachers—a more advanced course for those who wish to supplement previous normal school training, and an elementary course for those who are not normal students. The latter should be reminded, however, that no amount of method work will enable people to teach that of which they are themselves ignorant, and without due preparation such a course would be profitless. Particular attention is given to these special courses in the months of May and June, after many of the short term schools have closed.

Pupils who are not pursuing a normal course, but wish to prepare for examination for a county or state certificate, may enter the school at any time during the year, and with the consent of the president, join such classes, already organized, as their acquirements fit them for.

It should be clearly understood, however, that pupils are encouraged to take special courses only as a temporary expedient, where necessity compels them to teach for a time to earn the means for completing a thorough course.

In view of the ample facilities which the State has provided, and the very small cost, a teacher who has not enough ambition to be willing to make the small sacrifice necessary to devote two or three years to preparation for the profession, is unworthy of the teacher's calling.

Requirements for Admission.

Students who have passed the Eighth Grade Examinations prescribed by the Superintendent of Public Instruction, are admitted to the Elementary Course without further examination.

Applicants for admission to the Three and Four Years Courses are admitted on any one of the following conditions:

1. Completion of the Elementary Course in the Montana State Normal College.
2. Diploma from any accredited high school in Montana.
3. Applicants who have either partly or wholly completed

the course of a university, college, or state normal school may, in the discretion of the faculty, be admitted without examination. In such cases, applicants must file with the faculty certificates from such educational institutions, setting forth the amount of work satisfactorily completed by the applicant. This work must embrace in every subject at least the equivalent of the work required for the completion of the Elementary Course in this institution.

4. Examination by the faculty on all the work of the Elementary Course except Theory of Teaching.

Credits for Advanced Standing.

When pupils can show to the satisfaction of the faculty, by examination or otherwise, that they have already accomplished successfully a part of the work of the normal courses, they may be excused from repeating such work. It should be understood, however, that studies pursued in a high school are not usually the equivalent of subjects of the same name in the normal course. This is especially true of science work done where laboratory facilities are limited, or where the work is carried on without previous study of advanced mathematics.

Full credit is allowed for equivalent work done at the University of Montana or at the Montana Agricultural College. Standings from similar institutions in other states may be recognized at the discretion of the faculty. Applications for credits must be made at the time of entrance.

Diplomas.

A diploma from the Montana State Normal College authorizes the holder to teach in any public school in Montana for three years without examination. Life diplomas are granted by the State Board of Education, without examination, to all graduates of a Four Years Course after they have taught successfully in the state for one year, and to graduates of a Three Years Course after two years of successful experience.

Degrees.

The degree of Bachelor of Pedagogy is conferred on those who complete the Four Years Degree Course.

The Master's Degree.

The degree of Master of Pedagogy is not granted indiscriminately to all who may pursue a prescribed course, but is a mark of distinction conferred for special merit. The minimum requirements are that a candidate shall already have a Bachelor's degree from the Montana State Normal College, or from some other college or university of recognized character and standing, and must spend at least one year in resident graduate study at the Montana State Normal College.

During this year the work is divided into parts, a major and a minor. The major must in all cases be taken in the department of pedagogy, and will be equivalent approximately to twelve lecture or recitation hours per week.

The minor subject will require approximately half as much work as the major, and in the case of candidates who are bachelors of pedagogy, may be selected from any department of the college. Candidates whose bachelors' degrees are in arts, science, philosophy, or letters, may be required to take the minor as well as the major in the department of pedagogy, unless they have made a specialty of pedagogy in their undergraduate course.

Before receiving the master's degree, a candidate must present to the faculty a satisfactory thesis on some subject, chosen in consultation with the faculty, along lines of pedagogical investigation, and must pass a satisfactory examination on the graduate work pursued.

Kindergarten Certificates.

The law of Montana reposes in the State Normal College the sole power to issue certificates authorizing persons to teach in public kindergartens. Applicants should address the President of the College, and if graduates of kindergarten courses, enclose copies of their credentials.

Outline of the Courses of Study.

ELEMENTARY COURSE.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English.	English.
Elementary Physics.	U. S. History.
Arithmetic.	Algebra I.
Geography.	Physiography.

Second Year.

English.	English.
Elementary Physiology.	Theory of Teaching.
Algebra II.	Plane Geometry.
Civics.	Ancient History.

THE THREE YEARS COURSE.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English.	English.
Chemistry.	Biology.
Solid Geometry.	Algebra III.
Mediaeval History	Modern History.
Drawing.	Manual Training.

Second Year.

Anatomy and Neurology.	Psychology.
Arithmetic.	Trigonometry.
American History.	Geography.
English Grammar.	English.
Vocal Expression.	Vocal Expression.

Music and Observation throughout the year.

Third Year.

Manual Training, School Hygiene.	History of Education, School
Nature Study, General Method.	Management and School Law.
Economics.	Physics.
Special Method.	Special Method.
Practice.	Practice.

COURSE FOR DEGREE OF BACHELOR OF PEDAGOGY.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English.	English.
Chemistry.	Biology.
Solid Geometry.	Algebra III.
Mediaeval History.	Modern History.
Drawing.	Manual Training.

Second Year.

German 1.	German II
English Grammar.	English VII.
English VIII or Latin.*	Sociology, or Latin.*
Arithmetic.	Trigonometry.
Music.	Music.

Third Year.

German III.	German IV.
Geology, or Latin.*	Geography.
Anatomy and Neurology.	Psychology.
American History.	Pedagogical Reading or Latin.*
Vocal Expression.	Vocal Expression.
Observation.	Observation.

Fourth Year.

Manual Training, School Hygiene. Nature Study, General Method.	History of Education, School Management and School Law.
Economics.	Physics.
Special Method.	Special Method.
Practice.	Practice.

*Latin may be taken only by those who will pursue the study for at least two years, and at least one year of preparatory Latin is requisite before beginning the Latin of this course.

SCIENTIFIC COURSE.

First Year.

FIRST SEMESTER.	SECOND SEMESTER.
English.	English.
Chemistry.	Biology.
Solid Geometry.	Algebra III.
Mediaeval History.	Modern History.
Drawing.	Manual Training.

Second Year.

Economics.	Zoology.
Arithmetic.	Trigonometry.
American History.	Physics.
English Grammar.	English.
Music.	Music.

Third Year.

Advanced Trigonometry.	Calculus I.
Geology.	Astrophysics.
Anatomy and Neurology.	Psychology.
Analytic Geometry.	Geography.
Vocal Expression.	Vocal Expression.
Observation.	Observation.

Fourth Year.

Manual Training, School Hygiene.	History of Education, School
Nature Study, General Method.	Management and School Law.
Calculus II.	Analytic Mechanics.
Special Method.	Special Method.
Practice.	Practice.

This outline indicates little more than the names of subjects studied, and the order in which they are taken up. It should be borne in mind that each subject is studied primarily from the point of view of training for the teacher's profession, and the fact that a subject of the same name may have been studied previously in the high school does not imply that study of that subject may be omitted from the Normal Course.

Description of the Courses.

Department of Education and Training.

The work of these departments covers the theory and practice of teaching. It begins in the first semester of the junior year in both courses, with the observation of teaching in the public schools of Dillon.

1. Observation.

The purpose of the course in observation is to furnish the student a concrete basis for subsequent work, both in psychology and theoretical pedagogy and in practice teaching. Each student in the class spends an hour a week in the public school, observing under the direction of the Training Department. The work for each week is outlined in the form of a syllabus, which the pupil is required to fill out after study and observation. Once a week the whole class meets with the instructor for conference and instruction. PROFESSORS ROBBINS AND BETTES.

2. Psychology.

The aim of this course is to give students a working knowledge of those conceptions of modern psychology upon which educational theory and practice are based. Special emphasis is placed upon active attention as the essential condition of the higher as contrasted with the lower mental processes. The functional view of mind is kept steadily in the foreground. Thorndike's "Elements of Psychology" forms the framework of the course, but this is supplemented by lectures and collateral readings, the works of James, Wundt, and Sully being drawn upon most frequently. The class work is supplemented by laboratory exercises in experimental psychology, four periods a week being devoted to class work and two to laboratory work. 5 hours a week, 2nd semester.

PROF. CLARK.

3. Genetic Psychology.

Since the individual pupil is the central object in all school work, his physical, mental, social, and moral life are studied.

This course easily follows that of General Psychology, and prepares the prospective teacher for a ready, sympathetic acquaintance with the instincts, the faults, the possibilities of each of his pupils. The study is in the form of direct observations, reminiscences, descriptions, such as Pierre Loti's "Story of a Child," together with writings of Kirkpatrick, King, Barnes, Sully, Baldwin and Hall. 3 hours a week, 1st half of 1st semester. PROF. CLARK.

4. General Methods.

This course follows psychology, occupying the six weeks preceding the beginning of the work in Special Methods. The material used deals principally with educational values, the technique of teaching, types of lessons, and the general adaptation of the material instruction to the mind of the learner through the agency of the teacher. The work, based on Thorndike's "Principles of Teaching," forms the connecting link between psychology and biology on the one hand and educational practice on the other.

PROF. CLARK.

5. Special Methods.

Introductory lectures. The division of the elementary school period into primary, intermediate, and grammar grades is paralleled with the transitional, formative, and adolescent stages in the child's life.

By a brief historical survey of the elementary school curricula, the reasons for the existence of the present course of study and the causes for its lack of organization are derived, as, concentration, correlation, the application of the culture-epoch theory, and elimination of subjects, are discussed. This course is given to the entire senior class. 15 weeks, 5 hours a week.

PROFESSORS ROBBINS AND BETTES.

At the close of the introductory course, the senior class is divided into two sections. While section (A) takes course II, section (B) takes course III. At the end of 15 weeks, the sections are alternated.

II. The reading process, its initial difficulties, reading methods for the first grade, and the history of reading methods, are discussed at length. A critical study of the leading series of school readers, modern methods of teaching phonics, spelling, oral and written composition in the first four grades, are presented.

THE DORMITORIES

The students are given criteria for selection of children's literature, with principles underlying the adaptation and telling of stories. The method of teaching arithmetic in the first four grades is given, with a critical survey of the Grube and Speer methods. The method of teaching home geography is also presented. This section is expected to read and abstract four professional books, also to read and classify some of the more important children's classics. Alternate sections. 15 weeks, 5 hours a week.

MISS BETTES.

III. The first half of this course is devoted to a study of methods of language teaching in the upper grades, reading, grammar, composition, and spelling being treated. Especial emphasis is placed upon the work of presenting English classics. After this work in language teaching follows a study of methods of teaching geography, arithmetic, history and civics, and physiology. Lectures, discussions, assigned readings, preparation of plans according to methods presented. 5 hours a week, 15 weeks.

PROF. ROBBINS.

The training work which accompanies the course in special methods is done in the Dillon Public School, which is in charge of the superintendent of training. Thus training students are enabled to do their work in a school where typical graded school conditions exist.

6. School Hygiene.

The aim of this course is to give the student command of those principles of hygiene which are directly related to the efficiency of the school. Shaw's "School Hygiene" is used as a text. It is supplemented by lectures, collateral reading, and laboratory tests. The psychological laboratory is well equipped for making necessary tests. 5 hours a week, 5 weeks, 1st semester.

PROF. CLARK.

7. School Law.

A course of twelve lectures is given, accompanied with readings and quizzes. The practical purpose is to acquaint those who are about to become teachers with their legal relations to their pupils, school officers, and the community. Last part of 2nd semester.

PRES. SWAIN.

8. History of Education.

The outline of the development of educational institutions and theories is supplemented by an intensive study of a few educational classics. Monroe's "Brief Course in the History of Education," and Painter's "Great Pedagogical Essays" are the texts used. In addition each student is required to present a thesis upon an approved subject. 3 hours a week, 2nd semester.

PROF. CLARK.

9. School Management.

The course in school management forms the capstone of the theoretical work of the professional department. The various problems connected with the mechanics of teaching: arrangement of the daily program; relation of school and teacher to parents and to the community at large; details of discipline; motives and incentives to study; rewards and punishments, etc. The theoretical discussions in class are supplemented and illustrated with concrete cases in the daily training work. 2 hours a week, 13 weeks, 2nd semester. PROF. CLARK.

Department of Social Science.

PRES. SWAIN.

1. Civics.

Students who take this course are expected to be familiar with the equivalent of a text-book of such scope as Fiske's "Civil Government of the United States," or of James and Sanford's "Government in State and Nation." The course aims (1) to help students to acquire the habit of civic thinking, (2) to cultivate in them a sense of institutional growth, (3) to give at least an elementary knowledge of the several theories of the state, (4) to give a firm grasp of the elements of actual government in Montana and in the nation, (5) to develop a basis for the teaching of rational patriotism. The basis of the work is Swain's "Civics for Montana Students," and Hart's "Actual Government." 5 hours a week, 1st semester.

2. Economics.

Industrial activity is the basis of all civilization, and without a clear appreciation of this relation there can be no adequate comprehension either of the present or of the past life of the human race. This fact makes some knowledge of economics fundamental in education. Without the ability to appreciate the economic point of view, the teacher can make nothing valuable of the study of geography, about which is grouped the activity of the present, or history, which deals with past development.

It is more with the idea of establishing this economic standpoint, than of inculcating certain economic theories that this study is pursued. From the starting point of human wants as the basis of economic science, the influence of wants in giving impetus and direction to industrial activity is studied, and the various forms of that activity, especially in the organization of capital, of labor and of exchange, and the forces which determine the distribution of wealth, , are , discussed. Ely's "Elementary Economics" is used as a text. 5 hours a week, 15 weeks, 1st semester.

3. Sociology.

Social phases of education are coming to receive more recognition than formerly. For this reason, as well as by reason of the intimate connection between race history and the mental development of the child, the well-prepared teacher must comprehend something of the course of race development. The purpose of this study is not so much to discuss various theories of social organization, as it is to gain practical help on the problem of education. Beginning with a survey of primitive institutions, this study presents an outline of their evolution to the stage reached in modern society. 5 hours a week, 2nd semester.

Department of Physics and Chemistry.

PROF. MONROE.

This department is in the new college building, where commodious and well arranged quarters have been provided. The lecture and class room is large, well lighted, and provided with all modern conveniences. Hot and cold water, gas, electric light, electric current, both from storage battery and commercial current, are supplied to the demonstration table in this room. An excellent arc light, stereopticon and other projection apparatus are among the materials and the equipment of this room. The physical and chemical laboratories are large, well lighted, and amply provided with dark rooms for optics and photographic work, store-rooms, modern acid-proof topped work tables and cabinets, tools and materials for the construction of apparatus, and there is also an excellent equipment of apparatus for both laboratories.

1. Elementary Physics.

This course is the equivalent of the course offered by high schools; this is made possible by a more expensive equipment, students generally more mature in age, fewer subjects for study, and a longer period for recitation and laboratory work.

Recitations, lectures, and laboratory experimental and construction work, are included. The manipulation and care of apparatus receive careful attention.

Those who complete this course will be able to do intelligent work in chemistry, physiology, and physiography, pass examinations required for teachers' certificates, and with the additional work in mathematics in the first and second years of college course, enter the advanced work in Physics, offered in the senior year.

Mumper's "Text-Book in Physics," is used as a basis for the work. 5 hours a week, 1st semester.

2. Elementary Geography.

This course takes up a thorough review of descriptive geography. Much attention is given to the study and interpretation of maps and globes. One important aim is to equip students

with such a knowledge of the mathematical phases of geography that the globe becomes one of the most helpful instead of one of the most useless adjuncts to a school's geographical supplies. All of the best geographies, as well as an extensive reference library, are drawn upon for this work. Special efforts are made to secure familiarity with the adopted text-book of the state. The standard commercial geographies are also used largely in this work. 5 hours a week, 1st semester.

3. Chemistry.

The common elements and compounds are studied systematically. The principles, laws, and theories are studied, and verified by experiment. Students perform experiments as directed by text-book, laboratory manual, or instructor. Drawings are made and notes carefully written concerning every experiment. All phenomena observed are recorded, and students recite from this work. Close attention is given also to the formation and interpretation of chemical formulae and equations.

This course enables the students to read intelligently and get a general understanding of the sciences, physiography, physiology, and others, which follow in the regular courses of study. The laboratory is large and well equipped with all necessary apparatus and work cabinets for doing excellent work. 5 hours a week, 1st semester.

4. Physiography.

Land forms, agents of change, climate, and the principles of elementary meteorology, are included in the work of this class. Field work for the purpose of studying soils, work of streams, weathering of rocks, effects of plants and animals in determining these forms, and such other topics as are connected with this subject, are done. Records of thermometric and barometric conditions are made. Extensive reading from a well selected library of reference works is required. Text-book work done is based upon Tarr's, Dryer's, and Davis' physical geographies, with frequent reference to standard geologies. 5 hours a week, 2nd semester.

5. Advanced Physics.

This course requires a general knowledge of algebra, geometry, and plane trigonometry; students entering for this course

must also offer as preparatory work standing equal to that required for passing elementary physics in the Montana State Normal College or the equivalent of a year's work in physics in an accredited high school, as all the work done in this course is in advance of that done in secondary schools. The ability to handle readily arithmetical, algebraic, and geometrical applications to the elementary work in this subject is required of all who complete this course.

Three hours of class work and four hours of laboratory work are required each week. The class work consists of recitations, lectures, and demonstrations, the laboratory work includes the manipulation of demonstration apparatus and the construction of simple apparatus for class use.

The mathematical preparation of students in the secondary schools does not make possible the doing of much quantitative work in the physical laboratory, except such as is of a purely mechanical kind. The laboratory course here is principally quantitative in character, taking up the qualitative only as students are deficient in work of that character.

The class work is based upon Millikan and Gale's "First Course in Physics," while Ames' "Theory of Physics," Everett's "Deschanel," Glazebrook's "Statics and Mechanics," and other standard works are drawn upon for students' use. 5 hours a week, 2nd semester.

6. Geology.

Text-book, laboratory, and field work are done. The surrounding country furnishes abundance of material for the study of dynamical and structural geology, and the economic features of this subject receive special attention.

So far as possible the work is made to bear especially upon the geology of Montana. Minerals are studied from actual specimens. Methods of identifying and classifying such by chemical tests, general appearance, and blow pipe analysis are taught. 5 hours a week, 1st semester.

7. Astronomy or Astro-Physics.

These subjects are offered only to students whose mathematical preparation is sufficient to enable them to understand such work.

Descriptive Astronomy is the phase of the work that receives the greatest amount of attention in that subject. The mathematical work includes both the theoretical and practical, such as the theory of least squares, use of the sextant, determination of time, latitude and longitude.

The course offered in astro-physics will be determined by the needs and advancement of those who undertake the study of the subject. Problems in spectroscopy form an important part of the course. 5 hours a week, 2nd semester.

8. Geography, Review and Methods.

The object of this course is two-fold, viz:

1. To review the subject matter.
   Without a thorough knowledge of the subject matter, the teacher is unable to select or assign material for study, know what is accurate or useful, apply effective methods of instruction, or direct work.
2. To study, plan, and develop the best methods of presenting the subject in the public schools.

While the first is insisted upon as a basis for the second, the larger portion of the time is devoted to the second. Students become acquainted with the literature of geography, its necessary connection with history, the nature and proper use of a text-book, the meaning of maps and globes as geographical aids, how these should be used in presenting the subject to classes, and the different projections ordinarily used in map and globe making. The aim is to equip teachers with subject matter and methods of using the same to the best advantage in the work of the public schools. 5 hours a week, 2nd semester.

Department of Mathematics.

PROF. MOSHER.

1. Arithmetic.

Accuracy and speed in the solution of problems constitute the chief aim of this course. These are attained by a careful and

thorough grounding in the four fundamental operations, followed by a systematic development of fractions, decimals, percentage, and interest with their various applications, and mensuration. Careful analysis and accuracy of statement are at all times insisted upon. 5 hours a week, 1st semester.

2. Elementary Algebra.

Course I. This course is intended for those who have had no mathematics beyond arithmetic, and extends only through simultaneous linear equations. Especial emphasis is laid upon factoring, fractions, and the equation. 5 hours a week, 2nd semester.

Course II. This is a continuation of Course I. After a thorough review of the work previously covered, the subjects of involution, evolution, theory of exponents, surds, and quadratics are taken up in their usual order, the course ending with simultaneous quadratic equations. Graphs are studied in connection with linear and quadratic equations. 5 hours a week, 1st semester.

3. Geometry.

Course I. Plane Geometry. The ability to reason logically, clearly, and concisely, is the principal aim of this course. To develop originality and independence of thought, as well as to discourage the tendency to memorize demonstrations, a large number of construction problems and original exercises is given in connection with the propositions. 5 hours a week, 2nd semester.

Course II. Solid Geometry. Stress is laid upon visualization and accurate representation of solids, as well as upon rigid demonstrations. The usual propositions involving lines and planes, polyhedrons, and the three round bodies are given, together with numerous numerical exercises. A series of lectures on the history and development of geometry completes the course. 5 hours a week, 1st semester.

4. Higher Algebra.

A thorough knowledge of elementary algebra is a prerequisite to this course. The course includes the progressions, imaginary and complex numbers, variation, indeterminate equations, the binomial theorem, permutations and combinations, determinants, and the general theory of equations. 5 hours a week, 2nd semester.

5. Teachers' Arithmetic.

The first part of the work is given to the principles upon which the numerical work of arithmetic is based. The ordinary facts of arithmetic are touched upon in rapid review. Fractions, decimals, and percentage are presented as closely related. Facility in the solution of all legitimate problems of arithmetic is expected of all students completing this course.

Methods of presenting topics are given mainly in connection with the review of those topics. Attention is directed to safeguards tending to secure intelligent and accurate work in public schools, instead of work which is merely mechanical and frequently inaccurate. 5 hours a week, 1st semester.

6. Trigonometry.

The first part of the course is devoted to a careful deduction of the trigonometrical formulae needed for solving problems, and to the study of logarithms. The latter part of the course is given to the solution of problems involving right and oblique triangles. In order that the student may find the subject not only interesting but practical, the course is supplemented by a considerable amount of field work. 5 hours a week, 2nd semester.

7. Advanced Courses.

Whenever there is sufficient demand, classes will be formed in spherical trigonometry, surveying, analytic geometry, differential or integral calculus, or history of mathematics.

Department of English.

PROF. CARSON.

English is a required subject throughout the elementary course, and through the first and second years of the normal course. An additional semester of English is offered as a substitute for Latin in the four years course.

English Ie.

Introductory course in composition and literature. While this course has the same general aim as all courses in composition and literature, that of giving instruction and practice in both oral and written expression of thought, and guiding students into the appreciation of master-pieces of literature, it is especially intended to teach young students how to study and how to recite. At the end of the semester, in addition to any advancement in literary culture, the students should have made noticeable progress in their ability to express themselves coherently in any classroom and should be able to write readable examination papers for any instructor. The assignment of exercises in composition and the selection of classics for reading are determined by the purposes stated above. 5 hours a week, 1st semester.

English IIe.

Grammar. Thorough study of sentence structure and parts of speech. Definitions, declensions, conjugations. Exercises in composition. Discussion of classics assigned for reading. 5 hours a week, 2nd semester.

English IIIe.

American literature from the beginning of the colonial period to 1830. Study of selected writings of Franklin, Washington, Freneau, Cooper, Irving, Bryant. Text-book in history of American literature. Collateral reading. Composition two days a week. 5 hours a week, 1st semester.

English IVe.

American literature from 1830 to the present time. Collateral reading from both English and American writers. Composition two days a week. 5 hours a week, 2nd semester.

English In.

English literature of the nineteenth century. Class study of representative poems and essays. Supplementary readings in prose fiction. Text-book in history of English literature. Composition one day a week. 5 hours a week, 1st semester.

English IIn.

English literature from the beginning through the eighteenth

century. Composition one day a week. 5 hours a week, 2nd semester.

English IIIn.

The English language. Comparative study of text-books in English grammar published within the last ten years. Old English inflections, with history of development of inflections of modern English. Derivation of English words. Drill in spelling and punctuation. 5 hours a week, 1st semester.

English IVn.

Teacher's course in English. Survey of matter to be presented in the last five grades of the common school course, under the various heads of reading, spelling, language and literature. Comparison of text-books on these subjects. Rapid reading of many classics suggested for supplementary reading in the grades. 5 hours a week, 2nd semester.

In connection with the work of investigation outlined above, students in the junior year are given constant practice in the writing of brief themes, and training in composing longer essays requiring sustained effort.

English Vn.

Advanced course in literature for candidates for the degree of bachelor of pedagogy. The precise nature of this course is determined by the needs of the applicants. 5 hours a week, 1st semester.

Department of Latin and German.

PROF. KRESS

Latin.

The work in Latin is designed to meet the wishes of such students as desire to give their course of study a classical tendency. To this end, Latin studied in the Normal college, may be substituted by those pursuing the degree course, for certain specified subjects in other departments.

The course covers four years of consecutive study Preparatory courses I to IV are offered for students who wish to begin the subject of Latin. V to VIII are reading courses, to which students may be admitted who wish to continue the study of Latin begun in the high school. The test of fitness for admission to the reading course is thoroughness and efficiency in the previous training rather than the amount of Latin read.

The study of the history of the Roman people, the history of Latin literature, Roman mythology and antiquities, are correlated with the reading of Latin authors.

Exercises in Latin prose composition and syntax are requried in all courses, one period per week.

I. First year Latin (Collar & Daniell.) Drill on forms and pronunciation, 5 hours a week, 1st semester.

II. Selections from folklore, Roman traditions and Roman history, the life of Julius Caesar from the "Viri Romae Illustres." 5 hours a week, 2nd semester.

III. Selections from Caesar's Gallic War, study of syntax, and exercises in prose composition. 5 hours a week, 1st semester.

IV. Selected orations of Cicero, study of syntax continued, prose composition. 5 hours a week, 2nd semester.

V. a. Ovid's Metamorphoses, Study of Latin meters, prose composition (Bennett.) Gayley's Classic Myths. 5 hours a week, 1st part of 1st semester

V. b. Vergil's Aeneid, Books I and II Composition and mythology as in Va. 5 hours a week, last part of 1st semester.

VI. Vergil's Aeneid, Books III to VI. Composition and mythology. 5 hours a week, 2nd semester.

VII. a. Horace's Odes. Study of Horatian meters. 5 hours a week, 12 weeks, 1st semester.

VII. b. Cicero, De Senectute or DeAmicitia. 5 hours a week, 8 weeks, 1st semester.

VIII. Livy, Books XXI & XXII, with outline of History of Latin Literature. 5 hours a week, 2nd semester.

VIII. Outline of History of Latin Literature. Review of Latin taught in high school. Methods of teaching Latin. Practice teaching. 5 hours a week, 2nd semester.

German.

The courses offered in German are designed primarily to

prepare students to read German prose of a literary or scientific nature.

During the first year especial emphasis is placed on the acquisition of the essentials of German grammar together with an understanding of root-forms and the values of prefixes and suffixes. German stories are read and many poems committed to memory. To aid in the cultivation of the "Sprachgefuehl," German is the language of the classroom.

The work of the second year comprehends a large amount of reading, varied in style and subject matter. Since the practical value of German in the normal college lies, not so much in being able to speak German, as in the ability to read it easily, continued practice is given in the oral translation of the German into good idiomatic English. An effort is made to choose such reading matter as will give the student an insight into the legends, mythology, history and life of the German people. The character of the work given in Course IV may vary, being of a literary or scientific nature according to the needs of students. The scientific German read is chosen with reference to its practical value to the student in his professional work.

The following four courses are offered: Students who have had at least two years of German in accredited high schools are admitted to course III. Those who offer one year of German enter course II.

I. German grammar and easy reading. The texts used are Bacon's "German Grammar for Beginners," and Wenkebach's "Glueck Auf." 5 hours a week, 1st semester.

II. German prose selected from the tales of Baumbach, Heyse, Hauff, etc. Poems are memorized and there is constant practice in the reproduction in German of short stories read aloud by the instructor. 5 hours a week, 2nd semester.

III. A series of German novelletten by representative authors. Prose composition and sight reading. 5 hours a week, 1st semester.

IV. a. Literary course. Masterpieces selected from the dramatic works of Schiller, Lessing, and Goethe. 5 hours a week, 2nd semester

IV. b. Scientific German. Readings in Lay's "Experimentelle Didaktik," and articles in the German pedagogical journals received in the library. 5 hours a week, 2nd semester.

Department of Biology.

PROF. CLARK.

1. Elementary Physiology.

It is the purpose of this course to give general introduction to the subjects of anatomy, physiology, and hygiene preparatory to the more advanced work offered in the normal course, and also to enable those who complete it to pass the ordinary teacher's examinations on the subject. 5 hours a week, 1st semester.

2. Introductory Biology.

This course is intended as a basis for the general principles of evolution and for the study of the biological sciences that follow in the regular course of study. It comprises an elementary study of cells, their organization, growth, and multiplication, the embryological features of vegetable but chiefly animal forms, and the growth and development of those forms through the simplest to the more complex. The laboratory work includes studies of the common unicellular aquatic forms of life; and forms of animal life in the line of evolution; frequent trips are taken in order to become familiar with the leading forms of life in the vicinity. 5 hours a week, last half of 2nd semester.

3. Physiology and Hygiene.

In this course more attention is given to the human mechanism—studying what the body does and how it does it—than to details in anatomy and histology. Incidentally pathological conditions also are studied. This course is a helpful foundation for Child Study and for School Hygiene, and especially for teaching physiology in the public schools. The laboratory work consists of such dissecting as well illustrates the different systems and organs and their functions; also of exercises showing the physical and chemical actions in the human body. A human skeleton, many models, and several charts are frequently used. 5 hours a week, 1st half of the 1st semester.

4. Neurology.

The study of the nervous system is a continuation of the

course in physiology, and forms a foundation for the physiological side of psychology. Consequently especial attention is paid to the sense organs, and the anatomy and physiology of the brain. 5 hours a week. last half of the 1st semester

5. Nature Study.

This course has for its foundation a brief study of vegetable physiology, ecology, morphology, and specially the importance of the plant kingdom to man. Nature study is based upon the economic, educational, ethical "Hodge idea," making use of Hodge's "Nature Study and Life." Myths, poems, and other literature, such as Darwin's study of the earthworm, Wm. Hamilton Gibson's, Burrough's, and other nature-writers' descriptions are enjoyed. Every pupil raises some plant from the seed or bulb, and it is hoped that a closer enthusiastic sympathy with nature, as well as a truer knowledge and a more practical appreciation of the harmful and beneficial forms of plant and animal life may be derived from the study. For a few weeks the principles of agriculture are studied as a direct preparation for teaching this subject in the public schools. 5 hours a week, 1st semester.

Department of History.

PROF. FULLER.

The aim contemplated in the following courses is twofold: on the academic side (1) to give students some power to sense the movement of history, and thus to render possible in a degree an understanding of its events in terms of their relationships, (2) to help students to form the habit of seeking the solution of present day problems in the light of their historical nature, (3) to foster in students a spirit of social service by impressing a sense of their indebtedness to the past through some appreciation of the cost of our civiiization; on the pedagogical side (1) to give, while emphasizing the principles underlying present methods, an elementary knowledge of the history of history teaching, (2) to give such skill in adapting principles to practice as may be had through

the opportunity to do some class work under the instructor's supervision.

1. American History Review.

A course intended primarily for those who desire to review the entire field of American history in preparation for obtaining a teacher's certificate. It is assumed that students who take this course have fairly in mind an elementary knowledge of the subject such as might be given from a study of Gordy's "United States History." The review is not a "rehash" of this elementary material, but aims rather to help students readjust it to the end of gaining a new view of essential features. Required apparatus: Hart's "Essentials in American History," Hart's "Source Book," and a suitable note book. 5 hours a week, 2nd semester.

2. Ancient History.

The early part of this course deals briefly with oriental beginnings, laying stress upon their remoteness, their distinctive features, and their later influences in so far as these can at this stage be appreciated. Special study is given to the ancient monarchy as the distinguishing governmental feature of antiquity. In the Greek period emphasis falls upon Greek life, literature, and art. Due attention is given to the Hellenistic period. In its third phase the development of Roman political institutions serves as the guiding principle. Closing lessons treat of the First European Transition. Required apparatus: Wolfson's "Essentials in Ancient History," and a suitable note book. 5 hours a week, 2nd semester.

3. Mediaeval History.

The purpose of this course is to introduce the student to the leading features of mediaeval civilization. Beginning with a brief treatment of the barbarian invasions, the rise of the Papacy, Mohammedan civilization, the Byzantine empire, and the formation of the Germanic empire under Charlemagne, the course early shifts emphasis to the Middle Age proper. Unity is sought by correlating events about the conflict between the world-church and the world-state. In dealing with Feudalism students are required to give due attention to its social and economic as well as to its political aspects. Democratic tendencies are traced carefully throughout the period, especially as developed in English political organization. The period of the Second European Tran-

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sition is treated more especially in its relations with mediaeval rather than with modern history. Required apparatus: Robinson's "Western Europe," Robinson's "Readings," Vol. I, Dow's "Atlas of European History," and a suitable note book. Discussions, reports, and one thesis. 5 hours a week, 1st semester.

4. Modern History.

In this course an attempt is made to give an introduction to the elements of modern civilization. The work is meant to continue Course 3 with as little loss of continuity as possible. The opening lessons review the Second European Transition from the view point of its individualistic movements in state, church, and society. In treating of the seventeenth century monarchy special study is given to France; the treatment of the age of colonial expansion centers about England; the enlightened despotism is studied from the side of Prussia. The French Revolution is studied somewhat intensively as also the unification of Germany and Italy. The Asian and African relations of the European states are studied in connection with modern industrial and commercial expansion. Throughout the course students give careful attention to the inter-relations of European with American history. Required apparatus: Robinson's "Western Europe," Robinson's "Readings," Vol. II, Dow's "Atlas of European History," and a suitable note book. Lectures, discussions, reports, and one thesis. 5 hours a week, 2nd semester.

5. United States Constitutional History.

This course is a somewhat intensive study of United States history from the formation of the Union to the outbreak of the Civil War. While it is intended to emphasize especially constitutional and political history, this course has in view the fact that for us present day problems have become largely social, economic, and industrial. It is assumed that students have a knowledge of the essentials of our history, as well as some skill in using reference books. Wide reading in both secondary and source material is required, and students who can afford to do so find it to their advantage to purchase volumes III and IV of Hart's "Contemporaries." The readings form the basis of class conferences and discussions. Required apparatus: Hart's "Formation of the Union," and Wilson's "Division and Reunion." Lectures, quizzes, reports, and one thesis. 4 hours a week, 1st semester.

6. Methods in History.

This course is required of all students taking Course 5. The basis of the work is Bourne's "Teaching of History and Civics," "The Report of the Committee of Seven on History in Secondary Schools," and "The Report of the Committee of Eight on History in Elementary Schools." On the basis of this study and of the work in Courses 1 and 5, the class attempts to interpret and organize the several periods of American History. 1 hour a week, 1st semester.

Physical Culture and Expression.

MISS DUNNING.

The aim of the work in physical culture is, first, the physical development of the student; second, preparation to teach simple school gymnastics; third, ease of movement and development of personality. Measurements are taken at the beginning of the year, and from these measurements individual work is prescribed. Class work consists of free hand exercises, games, light apparatus, as wands, dumb-bells, Indian clubs, etc. Particular emphasis is laid upon corrective work, and special attention is given to developing alertness and spontaneity. Attendance at all these exercises is subject to the same regulations as class recitations.

The work in expression is designed for the personal need of the student, for a broader development of self, and to eliminate by careful training habitual defects and mannerisms of voice and body. While due attention is given to preparation for public exhibitions, special emphasis is laid upon the effort to train students to become effective teachers of oral reading in the public schools. 4 hours a week throughout the Junior year.

Manual Arts and Drawing.

MR. SHOUDY.

The Manual Arts.

1. Handwork for the Elementary Schools.

The aim of this course is to furnish the student acquaintance with such materials and processes as are adapted to the lower grades of the elementary school without the necessity of a specially equipped laboratory or special teacher.

Processes and projects are confined to the industrial and social phases of the home and school and their environment.

The relation of hand work to the school curriculum is emphasized and its esthetic possibilities dwelt upon.

The materials used in this course are:

Paper and cardboard, involving folding and pasting; yarns and raffia in weaving without and with a loom; cord and string work in making bags and hammocks; knotting and tieing; raffia and reed in basketry introducing lazy squaw, tiedknot, figure eight, popcorn, button hole, coil and twine weaves, and six methods of reed construction; needle and thread to teach the simpler forms of basting, hemming, darning, patching, etc; clay in illustration of stories; modeling of nature forms illustrative of type forms, action in poses, vase-forms and their ornamentation, with border and allover pattern effects. A model course is outlined. Simple leather work is used to make pocket-books, belts, etc, by modeling, stamping, and piercing. In metal work trays, dishes, candlesticks, jewelry, boxes, etc. are made, introducing methods of hammering, riveting, and etching.

2. Manual Training and Drawing.

Manual training and drawing have rightly become so unified that construction loses one of its chief values if esthetic principles are not considered, while any expression in art must be dependent upon manual dexterity. For this reason students both of manual training and drawing are required to take the same preliminary work, consisting of modeling in clay, carving in wood, and painting natural forms and historic design in rotation. The modeling is an alternation between animal forms and historic units, such as

scrolls. leaf, anthemion, Greek bud, Moorish units, etc. The carving is from a combination of some of the units already modeled, and as soon as the students who are to continue manual training have gained sufficient skill, they carve a panel for a shirt-waist box, a wall-bracket, or something similar to be constructed in the manual training shop. The drawing consists in drawing from memory in many positions, the nature forms modeled, making designs of combinations of the units also modeled, and in painting butterflies, birds, etc.

At this point the instruction may be divided, although it is recommended that students should continue in both classes.

Manual Training.

Under this heading are grouped exercises in construction aimed to furnish a basis for the technical processes involved in giving instruction in bench work for the first eight grades. Care and use of tools and their special adaptation for the various operations in wood construction are discussed and illustrated. Various kinds of wood are used for the purpose of studying the sources of supply, their structural nature, and special adaptation for various kinds of construction. The models and exercises are carefully graded and analyzed for the sake of a suggestive course, and to form a basis for originality of design and workmanship. Constructive design is applied in color to as many articles as possible. The article carved is now finished, and simple objects of furniture made.

Freehand Drawing.

This course is necessarily very full, but the development of the individual is carefully considered. Much variety of subject is handled in the study of the principles of design and composition, and their application to the constructive work in the handwork courses. Dow's "Composition," Haney's "Constructive Design," Jackson's, Ross' and other methods are studied for their good points, while the leading art educational courses are closely followed. Special instruction is given in drawing from nature, still life, animals and figures in action, illustration of stories and child activities, principles of perspective, sketching with pencil, charcoal and chalk, blackboard sketching and lettering, the elements of water color, pastels, charcoal, and crayon.

It is hoped that interest enough may be aroused to make

it possible to arrange a sketch club, the members of which shall be able to spend any spare hours in the studio working in oils, pastels, or any other medium, from models of their own choosing. Criticism will be given at appointed hours.

Mechanican Drawing.

A course especially adapted to the needs of teachers of the Manual Arts, and those desiring to equip themselves with a knowledge of the elements of machine drafting and design.

The use of a text-book without printed plates requiring thoughtful solution of every problem, does away with the copying practice, and at the same time allows of individual progress in proportion to skill and time exerted.

The fundamental elements of geometrical construction, isometric and cabinet projection, orthographic projection and its special application to plane and surface intersections, development of surfaces and shadows, constitute the elementary part of the course. Working drawings and right line perspective are taken up in the more advanced work. Some attention is given to tracing and blue printing. 5 hours a week throughout the year.

Department of Music.

MISS GRAETER.

It is the aim of the Department of Music to educate pupils who desire to make a serious study of music with a view to a professional career in some branch of art. The art of music is so complex and its mastery so difficult that it is not to be acquired by the study of one of its branches alone. The Department of Music therefore so arranges its curriculum that all pupils in its regular courses who are studying to be teachers, singers, or performers on any instrument shall pursue those theoretical branches which are most necessary in the particular class, together with their general instrumental or vocal practice.

Diploma.

The student who successfully completes the four grades in

either Piano or Voice, together with the regular Harmony, Musical History and Literature, and Theory of Music, will be granted a diploma of the School of Music, provided sufficient advancement has been made along literary lines to enable the student to enter the second year class of the College.

Expenses.

The charges for tuition per term of ten weeks, two lessons each week, are as follows:

Solfeggio and Sight Reading Vocal classes free to all students.

Piano	$20.00
Voice Culture	20.00
Harmony (in class)	10.00
Pipe Organ	20.00
Musical Theory (class)	10.00

One lesson per week, ten weeks—

Piano	$10.00
Voice	10.00

Tuition payable in advance. No deductions for lessons missed except in cases of protracted illness.

Pianos for Practice.

Pupils taking private lessons in the musical department have use of the school pianos for practice, at a small charge, at hours assigned by the director.

General Information.

Location.

The Montana State Normal College is located at Dillon, nearly seventy miles south from Butte. It is on the Oregon Short Line Railroad, but connections are such that it can be reached on the day of starting from all railroad towns in most parts of Montana and eastern Idaho.

Buildings.

The main building of pressed brick, with stone foundation, and slate roof, was built and equipped in 1897 at a cost of $50,000.

The basement is occupied with the biological and psychological laboratories. On the main floor are the offices of administration and the class rooms of the training department and of the department of psychology. An assembly hall, art rooms, and the recitation room of the department of foreign languages, occupy the second story, and the third story is devoted to the manual training department and the school of music.

A new building, adjoining the former building on the south, has recently been erected and equipped at a cost of $90,000. The basement contains the gymnasium and the lecture room and laboratories of the department of physics and chemistry. The first main floor has four class rooms assigned respectively to the departments of English, mathematics, history, and expression, and also a large study room and retiring rooms. The second floor is devoted to the library and the large assembly hall with seating capacity, including galleries, of nearly six hundred.

All the buildings are heated with steam from a central boiler house, and electrically lighted.

Dormitories.

The State Normal College offers exceptional opportunities to students to secure comfortable home accommodations, at a minimum of expense. Two large and attractive dormitories, closely connected, provide comfortable, healthful, and cheerful lodgings for about one hundred twenty young women, who are under the immediate personal supervision of the matron. They are thus freed from the inconveniences and interruptions which are unavoidable in private rooming houses, and also have very much better lodgings than can be found outside of the college campus.

Table board of excellent quality is furnished at the dormitory to both young women and young men. As this is provided at actual cost, the expense is very much less than must be paid elsewhere for equivalent advantages. Convenient lodgings for young men are found in houses of private families near the college.

Library,

The library contains more than six thousand volumes, besides a considerable number of pamphlets, and additions are constantly being made. The books have been carefully selected with

a view to the special needs of the school. The aim is not to obtain a single copy of as many different books as possible, but to ascertain what books are of most practical use to the work of the school, and have a sufficient number of copies so that constant use of the books in connection with class work may be practicable.

Students have free access throughout the day to the library shelves, and a commodious reading room, in connection with the library, is always accessible for reading and study. Certain books may be withdrawn for home use.

The library is completely catalogued, both alphabetically by authors and by general subjects, in accordance with the Cutter Expansive Classification. The librarian and teachers also give special help to the pupils in the use of the library.

The reading room is supplied with a good selection of periodicals of a pedagogical character, as well as most of the magazines and reviews of the better class, and several Montana daily and weekly newspapers.

Use of the library is free to all students, but those who wish to withdraw books for use outside of the library, deposit one dollar, which is returned at the end of the year, less any fines or damages which may have accrued.

The library subscribes regularly for the following periodicals:

American Historical Review.
American Journal of Physiology.
American Journal of Psychology.
American Journal of Sociology.
American Magazine.
American Political Science Review.
Arena.
Atlantic Monthly.
Bookman.
Book Review Digest.
Century Magazine.
Chautauquan.
Circle.
Commoner.
Cosmopolitan.
Cumulative Book Index
Current Literature
Dial
Education
Educational Review
McClure's Magazine.
Manual Training Magazine.
Masters in Art.
Modern Language Notes.
Monist.
Nation.
National Geographic Magazine.
New York Teachers' Monographs.
North American Review.
Outlook.
Pedagogical Seminary.
Political Science Quarterly.
Popular Science Monthly.
Psychological Review.
Reader's Guide to Periodical Literature
Religious Education
Review of Reviews
Saturday Evening Post
School Arts Book
School Journal

Elementary School Teacher
Forum
Harper's Monthly
Independent
Inter-Mountain Educator
Journal of American History
Journal of Education
Journal of Geology
Journal of Pedagogy
Kindergarten Magazine
Literary Digest
School Review
School Science and Mathematics
Scribner's Magazine
Southern Educational Review
Survey
Teacher's College Record
Ueber Land und Meer
World's Work
World To-Day
Yale Review
Youth's Companion

The following are supplied gratuitously by their publishers, to whom grateful acknowledgements are hereby tendered:

Advocate of Peace, Boston
Belgrade Journal
Belt Valley Times
Big Hole Breezes, Wisdom
Boston Evening Transcript
Bozeman Chronicle
Bulletin of the Bureau of Labor, Washington, D. C.
Butte Evening News
Carbon County News, Belfry
Chouteau Acantha
Dawson County Review, Glendive
Dillon Examiner
Dillon Tribune
Enterprise, Malta
Forsyth Times
Glasgow Democrat
Havre Plaindealer
Inland Empire, Moore
Independent, Miles City
Kalispell Journal
Madisonian, Virginia City
Manhattan Record
Montana Daily Record, Helena
Montana Homestead, Hinsdale
Montana Lookout, Helena
Montana Staats Zeitung, Helena
Montana Sunlight, Whitehall
Northwestern Stockman and Farmer, Helena
Northwest Tribune, Stevensville
Philipsburg Mail
Pony Express
River Press, Fort Benton
Rocky Mountain Husbandman
Rocky Mountain Leader, Boulder
Sanders County Signal, Plains
Searchlight, Culbertson
Times, Virginia City
Tobacco Plains Journal, Eureka
Townsend Star
Tri-County News, Columbus
Western News, Hamilton
Western News, Libby
Wibaux Pioneer
Yellowstone Monitor, Glendive

The Dillon Public Library, supported by the city of Dillon, is also accessible to the students of the Normal College.

Laboratories and Apparatus.

The apparatus of the manual training department is adequate for all courses outlined. A recent addition comprises a full equipment of Orr & Lockett manual training benches with Toles rapid acting vices and full outfits of tools for wood working. Besides these there is a complete sloyd outfit, and for work in drawing an abundant supply of drawing boards and implements, and a

large assortment of casts and models.

There are four scientific laboratories, for work in (1) physics and astronomy, (2) chemistry, (3) biology, (4) experimental psychology. All the laboratories are supplied with running water, and a Matthews gas machine furnishes all the laboratories with convenient fuel, and obviates the use of alcohol for this purpose. Dark rooms for developing photographic negatives are accessible to the laboratories.

(1) The physical laboratory is well equipped with heavy maple tables with 4-inch tops, is well lighted and supplied with water and an alternating electric current for furnishing motor power. The equipment includes work benches, carpenters' and tinners' tools, and apparatus for demonstration and investigation. The apparatus numbers about 300 separate pieces; some of the most important are, in mechanics, levers, wheel and axles, inclined planes, pulleys, balances, weights and inertia apparatus; in hydrodynamics and gravitation, pump, Brahma press, Mason's apparatus, Joule's apparatus, waterwheels, hydrometers, both Twaddle and Nicholson, pendulums, Atwood's machines, Jolly's improved specific gravity balance; in optics, lens, prisms, mirrors, plane, concave and convex, polariscope, spectroscope, photometer and solar lanterns; in pneumatics, air pumps, barometer, baroscope, bell jars; in sound, tuning forks, acoustic tubes, sonometer, and siren; in heat, expansion apparatus, Gravesend ring and ball, conductometers, compound jars, thermometers; in magnetism and electricity, galvanic batteries, galvanometers, both tangent and astatic, a D'Arsonval dead-beat galvanometer, vacuum tubes, condensors, induction coils, dynamo, motors and telegraphic apparatus. During the past year an astronomical reflecting telescope has been added, with a three-inch object glass, celestial and terrestrial eye-pieces having magnifying power of 120 and 125 diameters.

(2) The chemical laboratory is arranged with the purpose of securing individual work and good ventilation of the room so that none of the gases generated will remain in the room, or be distributed through the building. The equipment includes all apparatus necessary for work in descriptive and qualitative analysis. The work-cabinets are supplied with water, pneumatic troughs, glassware, reagent bottles and supplies A large Ber-

zilius gasometer and a still are added for procuring large quantities of gas and distilling water.

(3) The biological laboratory is fully equipped with dissecting and compound microscopes, microtomes, imbedding apparatus, dissecting apparatus, stains and reagents for preparation of materials, an articulated human skeleton, a full set of the Bock-Steger anatomical models, two human brains, collection of marine forms of animal life, a botanical collection, and a large number of lantern slides. In addition to these, this laboratory has a fine college bench stereopticon, using electric arc light, and fitted with Bausch & Lomb microscopic attachments for projection. Biological students also have access to the apparatus of the psychological laboratory.

(4) The psychological laboratory has recently been remodeled and numerous additions have been made to its equipment. Funds are also available for the further purchase of apparatus and illustrative material. The aim is first to provide for general psychology an adequate working equipment made up largely of the simpler pieces of standard apparatus, and secondly to procure more elaborate apparatus designed especially for psychopedagogical investigations. Following is a partial list of apparatus already on hand:

(a) In optics: Bradley color-wheels, electric motor, color mixers, Hering's discs, campimeter, ophthalmoscope, Snellen's test cards, Hering's fall apparatus, set of Muensterberg's pseudoptics, models of the eye, including (besides the usual anatomical models) Knapp's ophthalmotrope and Porter's artificial eye

(b) In acoustics: complete series of tuning forks (mounted), fall phonometer, set of Quincke's tubes, models of the ear, including Helmholtz's large model of the middle ear, Galton's piston whistle.

(c) In haptics and the lower senses: aesthesiometers, temperature and pressure points, algometers, olfactometers, diagrams of the dermal sense organs.

(d) For study of affective qualities: two kymographs of different types, Marey's tambours, Porter's sphygmograph tambour, signal magnets and electric time markers, Jastrow's automatograph, Porter's sphygmograph tubes, Francke's plethysmograph, dynamometers.

(e) For study of association, memory and action: set of Sanford's vernier chronoscopes, Jastrow's memory apparatus, falltachistoscope.

(f) A complete set of brain models.

Model School.

Without a good school of observation and practice, the work of a normal school would necessarily be mainly theoretical. The Montana State Normal College is especially fortunate therefore in having an arrangement with the Dillon public schools, of great advantage on both sides, by which the Normal College has the use of these schools for such purposes. Advantages are thus gained which are quite superior to separate model schools made up of select pupils, since typical conditions are here seen, such as teachers will actually have to deal with in their practical teaching. Harmony in management has been assured by the appointment of the director of the training department as superintendent of the Dillon city schools.

Publications.

The Normal College Bulletin is published four times a year, three numbers being devoted each to some practical matter of value to teachers in connection with their regular school work, and the other constitutes the catalogue of the Montana State Normal College. Persons in the state who are interested may receive these publications regularly, without charge, on application to the president.

The Monmal is published monthly through the school year by a board of editors chosen by the students from among their own number. It gives practice in editorial work, and represents the various student activities.

The Chinook is an annual published by the senior class, depicting some of the lighter phases of college life.

Oratory.

The State Normal College is a member of the Montana Oratorical Association, and the successful competitor in a local contest represents the college in the annual state oratorical contest of the association.

Athletics.

The Normal College aims to make athletic enterprises an aid to intellectual pursuits rather than a substitute therefor. Consequently students are not encouraged to engage in competitive contests which take them to a distance from the college, and seri-

ously interrupt their work. All such activities are promoted, however, as provide recreation and tend to normal healthy development. An athletic field on the campus gives ample opportunity for out-door sports, and the gymnasium, supplied with a variety of physical apparatus and shower baths, is under the direction of a practical instructor.

An athletic association has been formed for the purpose of encouraging systematic work in various branches of athletics, especially in outdoor sports.

Lecture Course.

In order to enable the students to get the benefit of some entertainments of a high character, the College has for several years secured the services of some noted lecturers and dramatists to give a course of entertainments distributed at intervals through the season. The large attendance has made it possible for each student to attend the course at very small expense. During the year 1908-9 the following entertainments from abroad have been given:

Concerts by the Dunbar Company, and the Ernest Gamble Concert Company. Lectures by Sylvester Long and George Wharton James. Entertainment by Germain, the Wizard, and interpretative recital by Montaville Flowers.

Frequent concerts and recitals conducted by the School of Music are also accessible to all the students of the College.

Expenses.

The enrollment fee is five dollars each semester or part of a semester for which a student enters. Students coming from a distance may deduct from this the amount necessarily paid for railroad fare to reach Dillon. No fee, therefore, is required from those whose railroad fare is five dollars or more. Students in manual training pay for the material used. Students in chemistry pay a fee of two dollars for chemical supplies used each term. Students are also required to pay for their breakage of laboratory apparatus.

A fee of one dollar to cover use of reagents and other materials is charged in each of the biological courses except Course I. Students are supplied with the necessary dissecting apparatus in all the biological courses, a deposit equal to the value of the several pieces being made at the beginning of the work. This deposit is refunded at the conclusion of the course if the apparatus is returned in good condition. A similar deposit is required for the course in advanced physics.

A library fee of one dollar is required from those who draw books from the library. The deposit is returned at the end of the year if all fines have been paid.

The diploma fee is two dollars.

Class instruction in vocal music is free to all students, but those who take private music lessons pay fees as shown on page 38.

Board and Lodging.

The dormitories provide most comfortable and convenient accommodations. The buildings are heated throughout with steam and electrically lighted. Most of the rooms are arranged for two young women. The charge for board and lodging is eighteen dollars per month for each student, and there is no extra charge for heating or lighting. The rooms are thoroughly furnished in every respect except the linen, (i. e., sheets, pillow-slips, and towels.) These, as well as table napkins for their own use, the students supply for themselves. Bath room arrangements are ample and convenient for all.

Young men, by rooming in private houses and boarding at the dormitory, may keep their expenses within the same limits as the young women.

Young women sometimes rent rooms in private houses and board themselves. No expense is saved in this way, however, and all the accommodations are inferior to those in the dormitory.

Care of Students.

While most of the students attending the Normal College are sufficiently mature to be responsible for their own conduct, all who enroll themselves as students are expected to conform to the requirements of the college in respect to their personal and social conduct as fully as in other matters.

Only such restrictions are made as experience has proved to be essential to the well-being of the institution, and anyone who should not be ready to conform to such requirements, could not expect to be recommended as a teacher. While abundant opportunity is afforded for recreation and social enjoyment, these things are always to be held subservient to the school work, and in all these matters the judgment of those who are in charge, rather than the judgment of pupils, is decisive.

Mail is delivered promptly at the dormitory. Students should order their mail addressed to the Normal Hall. The dormitory is equipped with local and long distance telephone, and parents even in distant parts of the state, can usually communicate instantly with their daughters in case of emergency.

Text-Books.

Arrangements are made whereby students may obtain text-books at publishers' prices. Such books as students do not care to keep permanently, can often be bought second hand at a small cost.

Recommendation of Teachers.

The chief purpose of the Normal College is to provide trained teachers for the public schools. Therefore the Normal College is glad to recommend its graduates to school boards who are considering appointments. If members of such boards will write to the Normal College, great care will be taken to recommend only such persons as are thoroughly qualified. To graduate from the Normal College implies not only academic preparation but so much

practice teaching that a pupil's ability is thoroughly tested. Those who do not manifest a natural aptitude for teaching are not encouraged to graduate. Consequently, when a graduate of the Normal College applies for a position with the unqualified recommendation of the faculty, school boards may feel assured that the applicant is abundantly qualified.

School boards may sometimes receive the impression that applicants are graduates of the Normal College, when, as a matter of fact, they have taken only a very little study there. It is earnestly requested, therefore, that when applications are received from such persons, the school board communicate directly with the president of the Normal College. A frank statement will then be made of just what work the applicant has done, and to what extent the faculty could recommend an appointment

The college has found it inadvisable for members of the faculty to give general recommendations—that is, recommendations which may be used in applying for any and all positions. But, on request, letters will be sent directly to superintendents or boards with whom applications have been filed, giving a careful statement of the applicant's fitness for that particular position.

Opportunities for Self-Help.

To enable students of limited means to continue their studies arrangements are made whereby a few pupils can earn their board at the dormitories. As the number applying for such opportunities is always much greater than the number of places, preference is given to those who have no relatives able to pay their expenses. No one is employed who does not enter a regular course with a view to graduation, and those who are appointed are expected to pledge themselves to continue throughout the year. Students who are earning their board should not expect to carry as many studies as those who have all their time and energy for the school work.

Reserving Accommodations.

Pupils expecting to lodge at the dormitories should write and engage rooms as early as possible, as all rooms are likely to be taken before the term begins. If persons who have engaged rooms find that they will not be able to come, they should send notice immediately, so that the rooms may be let to others.

Pupils entering at any time during the year may have accommodations at the dormitories if there happen to be vacant rooms. But rooms will not be held for pupils who expect to enter after the opening of the term, except upon payment in advance at the rate of $1.00 per week for the time from the opening of the term to the date of arrival. Rooms will be assigned only to students who expect to retain them to the close of the year, unless obliged to leave school by reason of illness or other unavoidable emergency.

For catalogues or further information in regard to the College, address the president,

H. H. SWAIN, Dillon, Montana.

List of Graduates.

NAME	YEAR	COURSE	RESIDENCE
Adams, Lillian M.	1908	T	Malta
Allen, Birdie T.	1907	T	Stevensville
*Almquist, Ida C.	1903	F	Butte.
*Anderson, Katherine	1905	T	Philbrook.
Armstrong, Flora E. (Craver)	1903	T	Redrock.
Atkins, Lulu E.	1906	T	Butte.
Atwater, L. Pearl	1906	T	Butte.
*Auerbach, Ida	1906	B. Pd.	Madison, Wis.
Auerbach, Louise	1906	T	Ithaca, N. Y.
Baldwin, Maud	1907	S	Pony.
Barbour, Mabel	1907	B. Pd.	Forsyth.
*Barclay, Alice M.	1903	T	Butte.
*Bennett, M. Louise	1901	T	(Died Sept. 2, 1903)
Bennett, Mary L.	1908	T	Argenta.
Beuschlein, Minnie H.	1906	T	Seattle, Wash.
Bonner, Olive L. (Sharkey)	1902	T	Sugar Hill, Pa.
*Bovee, Cora I.	1905	T	East Helena.
*Bovee, Estelle E,. Ph. B.	1903	F	Helena.
Bower, Eva M.	1908	T	Pony.
*Breslin, Sarah	1904	F	Butte.
*Brewer, Belva	1905	T	Bozeman.
*Broderick, Anna R. (Morris)	1904	T	Havre.
Bronson, Maud E.	1908	T	Whitefish.
Burke, Catherine A.	1907	T	Butte.
Burke, Margaret G.	1907	T	Bozeman.
Burton, E. Lavinia	1906	T	Billings.
Butter, M. Jean	1907	B. Pd.	Culbertson
*Carter, Mary M.	1905	T	Miles City.
*Chambers, Gertrude	1905	T	Malta.
*Chase, Frances L.	1905	T	Seattle, Wash.
Clark, L. Fern	1908	T	Plains.
Clark, Nellie B.	1907	T	Plains.
*Clothier, Francis A.	1904	T	Columbia Falis.
Collier, Bessie V.	1908	T	Butte.
*Conger, Marion (Weldon)	1901	T	Thompson.
*Connell, Helen L.	1902	F	Helena
Conway, Ora B.	1907	B. Pd.	Helena.
*Cozad, Lulu V.	1902	T	Helena.
Cutting, Helen	1907	T	Butte.
*Dalton, Ernella K.	1903	T	Butte.

*Holders of Montana Life Diplomas.

†T., Three Years Course; F., Four Years Latin Course; S., Four Years Scientific Course; P., Professional Course; E., English Scientific Course; B. Pd., Bachelor of Pedagogy.

*Davee, Henry A., B. L.	1902	T	Lewistown.
Davidson, Grace M.	1907	T	Eddy.
Davis, Flora L.	1901	T	(Died Feb. 13, 1906)
*Davis, Martha A. (Scott)	1905	T	Portland, Oregon.
*Davison, Ivy L.	1905	T	East Helena.
Devine, Anna I.	1908	T	Virginia City.
Dobyns, Stella V. (Edwards)	1903	T	Sheridan.
Dolson, L. Delle	1907	T	Utica.
*Driscoll, Eleanor E.	1903	T	Butte.
Durnford, H. Mignonia	1907	T	Big Timber.
Earnest, Alma J.	1907	T	Miles City.
Fitzpatrick, Anna E.	1907	T	Chouteau.
Flotow, Helen F.	1906	T	Dillon.
*Fogarty, Alice D.	1905	T	New York, N. Y.
*Foster, Lelia E. (Kirby)	1901	T	Waterloo.
Fowler, Bessie	1908	T	Bozeman.
*French, Mayme F.	1904	T	San Diego, Cal.
Fridley, Edna M.	1907	T	Bozeman.
Fritz, Emma L.	1907	T	Jordan.
*Gibson, Effie W. (Wright)	1904	T	Belgrade
Gilchrist, Lida E.	1907	T	Anaconda.
*Goodall, Sophie (Woodward)	1904	T	Helena.
Goodson, Florence A.	1906	T	Livingston.
Griffin, El Varo	1908	T	Kendall.
Griffin, Maud	1908	T	Roundup.
*Griffith, Margaret	1905	T	Butte.
*Guillot, Frances H. (Reinig)	1903	T	Sacramento, Cal.
*Haines, Katherin M.	1905	T	Corvallis.
*Hamilton, Dora R.	1906	T	Anaconda.
Harrington, Mary G.	1907	T	Butte.
Hawker, Minnie L.	1906	B. Pd.	Sandpoint, Ida.
Heeb, Barbara	1908	T	Centralpark.
Heisey, Gertrude M.	1908	T	Sandcoulee.
Hicks, Myrtle M. (Coykendall)	1904	T	Anaconda.
*Hill, Elsie B.	1903	T	Anaconda.
*Hopp, Kate E.	1903	F	
*Howard, Florence	1904	T	Missoula.
Hudson, Grace R. (Squire)	1904	T	San Francisco, Cal.
Hutton, Ethel L.	1907	T	Jeffers.
Jackson, Euphemia (Campbell)	1905	B. Pd.	Utica.
*Jackson, Minnie E. (Sinclair)	1903	T	Kalispell.
Jeffers, Altha M.	1907	T	Bozeman.
Jenkins, Laura B.	1907	T	Sheridan.
Johnson, Olga V.	1907	T	Race Track.
*Kelley, Laura T.	1903	T	Butte.
Kennedy, Hazel	1908	T	Basin.
Kerrigan, Mayme J.	1906	T	Red Lodge.
Kiefer, Mary T.	1906	T	Bozeman.
*Killoy, Sarah E.	1903	T	Butte.
*Kleinschmidt, Alice (Goodson)	1904	T	Bozeman.

Laird, Helen	1908	T	Bridger.
*Lambrecht, Lillian	1905	T	Butte.
Landt, Olga E.	1908	T	Helena.
*LaReau, Eva M., B. L.,	1903	F	Helena.
	1905	B. Pd.	
*Larned, Blanche M.	1904	T	Belt.
*Lavigne, Edythe E.	1905	T	Billings.
Lawrence, Ruth M.	1907	T	Fox.
*Lenning J. William	1901	F	Fort Benton.
*Lewis, Mary C.	1900	E	Bozeman.
*Lindfors, Verena O.	1906	S	De Kalb, Illinois.
*Litherland, Lillian (West)	1903	F	Buckley, Wash.
*Loftus, Delia M.	1905	T	Billings.
*McCormick, Cora	1898	P	Billings.
*McLeod, Mabel C. (Gordon)	1898	P	Bozeman.
McMahon, Mary V.	1906	T	Butte.
McNamara, Mamie E.	1907	T	Clemons.
Marcille, Clara G.	1908	T	Anaconda.
Marron, Rose A. (McManus)	1905	T	Anaconda.
Marsh, Grant M.	1901	T	Prescott, Arizona.
*Maw, Minnie (Streit)	1906	B. Pd.	Cascade.
*Maxeiner, Edith (Cashmore)	1900	E	Bozeman.
Mayger, Helen de L.	1908	B. Pd.	Helena.
Maynard, Edith L.	1908	T	Victor.
Maynard, Laura C.	1908	T	Victor.
*Meyersick, Ada L.	1903	T	Kendall.
*Mosher, Maud	1898	P	Helena.
*Myers, C. Bernice	1904	T	Dillon.
*Myers, Harriet C	1904	T	Butte.
Nelson, Buena	1907	T	Bozeman.
*North, Ella M.	1905	T	Livingston.
Noyes, Edith P.	1908	T	Redrock
Oliver, Ethel A.	1907	T	Pageville.
*Olmsted, Alice (Chambers)	1900	E	Dillon.
*Owsley, Cora C.	1905	T	Helena.
*Owsley, Edna M.	1905	T	Missoula.
Palmer, Lavina M. (Slocum)	1907	T	Jefferson City, Mo.
*Patterson, Lena B. (Newell)	1903	T	Lewistown.
*Paxton, Catherine	1900	E	
	1904	B. Pd	Dillon.
*Pierce, Jette F.	1899	E	Climax, Michigan.
Poindexter, Edith M.	1907	T	Butte.
Poindexter, Eleanor L	1908	T	Sheridan.
*Powers, Mae E.	1903	F	Butte.
Preston, Mattie	1907	T	Thompson.
*Raymond, Carrie B.	1905	T	Sheridan.
Raymond, Delilah E.	1904	T	Sheridan.
*Rich, Estella Mae	1900	E	Seattle, Wash.
*Richey, Effie A	1906	T	Butte.
*Rife, Maidie	1901	T	Lima.

*Roberts, Ina E. (Streete)	1904	F	Butte.
*Ross, Margaret J.	1904	S	Dillon.
Ruediger, Hazel M. (Pietsch)	1904	F	Washington, D. C.
Schroeder, Edna A.	1907	B. Pd.	Jefferson Island.
*Schroeder, Helen M.	1904	T	Deer Lodge.
*Scott, Lucinda E. (Buck)	1904	T	Helena.
*Selway, Eliza M.	1904	T	Dillon.
Selway, Mabel E.	1908	T	Dillon.
Senior, Myrtle I.	1908	T	Fishtail.
Sharp, Mabel M.	1906	T	Anaconda.
Showers, E. Sophia	1907	T	Anaconda.
*Simmons, A. Laura	1904	F	Philipsburg.
Simpson, Ruby E.	1906	T.	Red Lodge.
Slocum, Emily E.	1907	T	Potomac.
Snook, Elizabeth	1906	T	Forsyth.
*Squire, Edna	1900	T	(Died Sept. 23, 1908.)
*Sterling, Bessie J. (Farrell)	1899	P	Ronan.
Stocker, Eva E.	1908	T	Boxelder.
Stone, Maude A.	1907	T	Dillon.
Stonecliffe, Ida E.	1908	T	Helena.
*Sutherland, Esther H.	1905	T	East Helena.
*Tattersall, Pluma K.	1903	T	Seattle, Wash.
*Templeton, Charlotte C.	1903	T	Twin Bridges.
*Templeton, M. Echo	1905	T	Anaconda.
Templeton, Myrtle M.	1908	T	Anaconda.
*Thomas, Annie L.	1903	T	Willow Creek.
*Thompson, Mamie R. (McIntosh)	1904	T	Dell.
*Thornton, Marcia E.	1906	B. Pd.	Columbia Falls
Torreyson, Fannie S.	1908	T	Red Lodge.
*Tower, Mayme E. (O'Brien)	1903	T	Sheridan.
Tyree, Bessie M.	1904	T	Salt Lake City, Utah.
Valentine, Olive Adelle	1905	T	Tacoma, Wash.
*Van Doren, Montana M. (Myers)	1904	T	Livingston.
Wade, Nellie F.	1906	T	Kalispell.
*Waldorf, Harriet E.	1900	E	Helena.
*Walker, Lucy M. (Ford)	1901	T	Dillon.
Ward, Ruth B.	1908	T	McLeod.
Wells, Samuel Pitts	1907	T	Salt Lake City, Utah.
Wesch, Rosamonde A.	1908	B. Pd.	Billings.
Willard, Esther	1908	T	Divide.
*Williams, Phebe (Comfort)	1899	P	Twin Bridges.
Wilson, Louisa M.	1907	T	Livingston.
*Wilson, Mary Lee	1904	T	Miles City.
Wolverton, Valeria (Van Osdol)	1903	F	Boulder.
Wood, Anna A. (Sicora)	1906	B. Pd.	Red Lodge.
*Woodward, Mary	1904	T	Butte.
*Wright, Myrtle L.	1905	B. Pd.	Utica.
Wyatt, Wm. R.	1907	T	Basin.

Register of Students.

FOUR YEARS COURSE.

Fourth Year.

Clapp, Thomas A.....Basin, Jefferson Co.
Kennedy, Edith E..... Helena, Lewis and Calrk Co.
Ketchum, Edna W.....Helena, Lewis and Clark Co.
Larson, Annie K.....Marysville, Lewis and Clark Co.
Russell, Alice E.....Crow Agency, Rosebud Co.
Smith, Theo E.....Helena, Lewis and Clark Co.
Taylor, Nellie M.....Sheridan, Madison Co.
Vogel, Jacob W.....Bozeman, Gallatin Co.

Third Year.

Carroll, Joseph.....Spokane, Wash.
Kermode, Clara A.....Livingston, Park Co.
Lamont, Marie.....Dillon, Beaverhead Co.
Oneal, Orpha M.....Bannack, Beaverhead Co.
Winters, Gladys.....Idaho Falls, Idaho.

Second Year.

Albertson, Genevieve.....Armstead, Beaverhead Co.
Ellinghouse, Harriet S.....Sheridan, Madison Co.
Johnson, Anna E.....Clancey, Jefferson Co.
Maxwell, Lora A.....Bozeman, Gallatin Co.
Paul, Hortense M. .....Dillon, Beaverhead Co.
Poindexter, Jessie C.....Dillon, Beaverhead Co.
Reynolds, Sadie V.....Dubois, Idaho.
Swain, Albert F.....Dillon, Beaverhead Co.
Tuseth, Amanda T.....Osseo, Minnesota.

First Year.

Andrus, Alberta.....Dillon, Beaverhead Co.
Armstrong, Stella M.....Howard, Rosebud Co.
Brackett, Constance E.....Terry, Custer Co.
Brackett, Edith.....Terry, Custer Co.
Davenport, Mae..... Stevensville, Ravalli Co.
Lyden, Mabel M.....Butte, Silver Bow Co.
Reber, Herbert G.....Detroit, Michigan.

THREE YEARS COURSE.

Third Year.

Beuschlein, Gail A.....Marysville, Lewis and Clark Co.
Bowen, Clara F.....Philipsburg, Granite Co.
Bramble, Kittie A.....Philipsburg, Granite Co.
Bro, Hannah M.....Neihart, Cascade Co.
Busch, May M.....Bozeman, Gallatin Co.
Davies, Elizabeth B.....Sunnyside, Cascade Co.
French, Anna E.....Dillon, Beaverhead Co.

Hagarty, Elizabeth C.....Great Falls, Cascade Co.
Hagen, Anna I.....Neihart, Cascade Co.
Hogeland, Elizabeth S.....Lewistown, Fergus Co.
Hunter, Leila K.....Bozeman, Gallatin Co.
Johnson, E. Lucia.....Billings, Yellowstone Co.
Johnson, Grace H.....Anaconda, Deer Lodge Co.
Kilner, Alice M.....Jeffers, Madison Co.
Lawrence, Eva L. M.....Bowen, Beaverhead Co.
McManus, Mary H.....Anaconda, Deer Lodge Co.
Macmenamey, Agnes C.....Butte, Silver Bow Co.
More, Emma F.....Bozeman, Gallatin Co.
Nelligan, Gertrude C.....Alhambra, Jefferson Co.
Noeth, Marguerite M.....Missoula, Missoula Co.
Powers, Esther S.....Great Falls, Cascade Co.
Schmidt, Eleanor M.....Helena, Lewis and Clark Co.
Schroeder, Berna C.....Anaconda, Deer Lodge Co.
Storey, Bessie M.....Ennis, Madison, Co.
Sullivan, Katherine.....Butte, Silver Bow Co
Thompson, Gertrude.....Anaconda, Deer Lodge Co.
Wall, Nevada M.....Dell, Beaverhead Co.

Second Year.

Albrecht, Marie S.....Dillon, Beaverhead Co.
Alspaugh, Jessica.....Livingston, Park Co.
Bonderson, Selma O.....Havre, Chouteau Co.
Brainard, Etta M.....Bozeman, Gallatin Co.
Conway, Alice.....Dillon, Beaverhead Co.
Cullum, Georgia M.....Helena, Lewis and Clark Co.
Dauterman, Ethel B.....Alder, Madison Co.
Davidson, Clara M.....Chouteau, Teton Co.
Duncan, Hazel V.....Sheridan, Madison Co.
French, Gertrude L.....Dillon, Beaverhead Co.
Goodrich, Clara M.....Kalispell, Flathead Co.
Gorman, Mary F.....Havre, Chouteau Co.
Harrison, Beulah R.....Dillon, Beaverhead Co.
Johnson, Emma D.....Race Track, Powell Co.
McKillican, Myrtle A.....Helena, Lewis and Clark Co.
McWethey, Annis S.....Canyon Creek, Lewis and Clark Co.
McWethey, Fern E.....Canyon, Creek, Lewis and Clark Co.
Mahony, Marguerite E.....Canton, Broadwater Co.
Moran, Helen I.....Butte, Silver Bow Co.
Negley, Mildred I.....Whitehall, Jefferson Co.
Neihart, Myrtle.....Neihart, Cascade Co.
Noble, Jennie M.....Sheridan, Madison Co.
Nutterville, Edith F.....Butte, Silver Bow Co.
Nutterville, Lucy C.....Butte, Silver Bow Co.
O'Donnell, Catherine C.....Walkerville, Silver Bow Co,
Olson, Olga V.....East Helena, Lewis and Clark Co.
Remley, Edith.....Dillon, Beaverhead Co.
Renwick, Priscilla.....Miles City, Custer Co.
Rossiter, M. Agnes.....Walkerville, Silver Bow Co.

Showers, Josephine J.....Anaconda, Deer Lodge Co.
Sigler, Maude C.....Anaconda, Deer Lodge Co.
Slocum, Mettie V.....Potomac, Missoula Co.
Templeton, Minnie M.....Anaconda, Deer Lodge Co.
Thornton, Emma E.....Columbia Falls, Flathead Co.
Ward, M. Pearl.....Redrock, Beaverhead Co.
Weenink, Mildred L.....Dillon, Beaverhead Co.

First Year.

Bernier. Olive M.....Hogan, Lewis and Clark Co.
Berryman, Annie.....Butte, Silver Bow Co.
DeAtley, Mae.....Jefferson Island, Jefferson Co.
Devine, Marie S.....Baldbutte, Lewis and Clark Co.
Falligan, Ella A.....Missoula, Missoula Co.
Harrington, Margaret C.....Butte, Silver Bow Co.
Heltzell, Carrie E.....Grayling, Gallatin Co.
Hurd, Ada L.....Elliston, Powell Co.
Lily, Josephine C.....Kendall, Fergus Co.
Lynch, Annwillis.....Marysville, Lewis and Clarke Co.
Lyden, Catherine A.....Butte, Silver Bow Co.
McCarthy, Louise J.....Canton, Broadwater Co.
McFadden, Jose.....Laurin, Madison Co.
Malee, Mabel.....Silver Bow, Silver Bow Co.
Maxwell, Lela M.....Bozeman, Gallatin Co.
Oard, Bertha M.....Dillon, Beaverhead Co.
Olson, Florence J.....Columbia Falls, Flathead Co.
Pendergast, Helen M.....Jackson, Beaverhead Co.
Reardon, Gertrude A.....Anaconda, Deer Lodge Co.
Renwick, Nancy.....Miles City, Custer Co.
Ryan, Elsie J.....Dupuyer, Teton Co.
Slocum, Gertrude E.....Potomac, Missoula Co.
Snyder, Bessie.....Billings, Yellowstone Co.
Snyder, Jessie.....Billings, Yellowstone Co.
Stebbins, Frances C.....Anaconda, Deer Lodge Co.
Truax, Cora O.....Lima, Beaverhead Co.
Turco, Leontine M.....Dean, Carbon Co.

Elementary Course.

Breen, Anne.....Butte, Silver Bow Co.
Brewer, Sylvia.....Clydepark, Park Co.
Capps, Mae.....Anaconda, Deer Lodge Co.
Caldwell, Mabel L.....Dillon, Beaverhead Co.
Cleveland, Grace.....Bozeman, Gallatin Co.
Commeau, Dolores M.....Anaconda, Deer Lodge Co.
Corrigan, Annie C.....Gold Creek, Powell Co.
Couch, Dorothy B.....Missoula, Missoula Co.
Dissett, Bessie M.....Philipsburg, Granite Co.
Ford, Maude E.....Prickly Pear, Lewis and Clarke Co.
Forrest, M. Louise.....Butte, Silver Bow Co.
Greene, Adah G.....Dillon, Beaverhead Co.
Griffin, Ruth.....Roundup, Yellowstone Co.
Holmes, Grace R.....Victor, Ravalli Co.

Ireland, Jeanette M.....Anaconda, Deer Lodge Co.
Johnson, Louise J.....Race Track, Powell Co.
Jones, Edna M.....Lolo, Missoula Co.
La Bree, Emla D.....Tee Dee, Custer Co.
Laswell, Charlotte G.....Litchfield, Illinois.
Laurie, Edna I.....Eddy, Sanders Co.
Lawrence, Alice M.....Fish Trap, Deer Lodge Co.
McKee, Nona I.....Castle, Meagher Co.
McLeod, Mary Louise.....Wolf Point, Valley Co.
McMahon, Thomas.....Garneill, Fergus Co.
Manning. Beulah E.....Great Falls, Cascade Co.
Maurer, Loche M.....Dillon, Beaverhead Co.
Maybee, Hettie E.....Great Falls, Cascade Co.
Meek, Beulah, S. .....Anaconda, Deer Lodge Co.
Neely, Mattie W.....Osceola, Missouri.
Olsen, Alice C.....Deer Lodge, Powell Co.
Peterson, Ella.....Forsyth, Rosebud Co.
Price, May M.....Dillon, Beaverhead Co.
Ripley, Rosa.....Dillon, Beaverhead Co.
Ritz, Mrs. Christina R.....Dillon, Beaverhead Co.
Roberts, Dorothy M.....Missoula, Missoula Co.
Short, Bertha Mae.....Castle, Meagher Co.
Smith, Mabel A.....Helena, Lewis and Clark Co.
Spears, Mrs. Mary G.....Great Falls, Cascade Co.
Tintinger. Lena E.....Cascade, Cascade Co.
Walsh, Maude R. .....Columbia Falls, Flathead Co.
Yearian, Edwina.....Lemhi, Idaho.

Music Students.

Adams, Anna.....Dillon
Adams, Ethel.....Dillon
Adams, Grace.....Dillon
Ambrose, Sam.....Dillon
Anderegg, Olga.....Dillon
Andrus, Frankie.....Dillon
Armstrong, Stella.....Forsyth
Bonderson, Selma.....Havre
Catlin, Mabel.....Dillon
Cleveland, Grace.....Bozeman
Commeau, Dolores.....Anaconda
Conger, Clare.....Dillon
Cullum, Georgia.....Helena
Cushing, Mrs. Lorenzo.....Dillon
Drummey, Elizabeth.....Dillon
Elliott, Mildred.....Dillon
Ewing, Mary.....Dillon
Forrest, M. Louise.....Butte
French, Anna.....Dillon
Grace, Albertine.....Dillon
Griffin, Ruth.....Roundup

Guidici, Carrie	Dillon
Guidici, Grace	Dillon
Guidici, Olga	Dillon
Guidici, Pauline	Dillon
Hanson, Mildred	Dillon
Hazelbaker, Mrs. F. A.	Dillon
Henneberry, Mae	Dillon
Hunsaker, Fern	Dillon
Iliff, Frae	Dillon
Johnson, Louise	Race Track
Jones, Edna M.	Lo Lo
Jones, Vera	Dillon
Ketchum, Edna	Helena
Knotts, Ruth	Dillon
Knotts, Stella	Dillon
Laswell, Charlotte	Litchfield, Ill.
McDonald, Hazel	Dillon
McFadden, Jose	Laurin
McKee, Nona	Castle
Mahoney, Marguerite	Canton
Maxwell, Lela	Bozeman
Maxwell, Lora	Bozeman
Metlen, Elizabeth	Dillon
Metzel, Ruperta	Alder
Neelon, Margaret	Dillon
Orr, Edison	Dillon
Orr, Ruth	Dillon
Paul, Mrs. B. H.	Monida
Paul, Lucile	Dillon
Pendergast, Nellie	Bannack
Perry, Cecil	Dillon
Petersen, Ella	Forsyth
Phillips, Grace	Dillon
Poindexter, Margaret	Dillon
Powers, Esther	Great Falls
Rebich, Lucy	Dillon
Ripley, Rosa	Dillon
Ryan, Elsie	Dupuyer
Sisson, Thora	Dillon
Smith, Mae	Dillon
Stoller, Caroline	Dillon
Stratton, Hazel	Dillon
Sutherland, Elizabeth	Dillon
Swain, Albert F.	Dillon
Taylor, Emily	Dillon
Thomas, Juanita	Dillon
Turco, Leontine	Dean
Wade, Mayme	Dillon
Ward, Pearle	Redrock
Willard, Pauline	Dillon
Yearian, Edwina	Lemhi, Idaho
Yearian, Irene	Dillon

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